

MI Ready Schools

Emergency Planning Toolkit

2011



He is most free from danger, who, even when safe, is on his guard.

-Publilius Syrus



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Overview

Purpose

This toolkit is designed to guide your school through the process of developing or updating an emergency management plan by providing tools to:

- Assess potential hazards specific to your school
- Identify available resources
- Create and organize your plan
- Strengthen your approach to emergency planning

Why Develop an Emergency Plan?

Legal and Social Responsibility

Schools are legally and socially obligated to exercise due diligence in preventing and mitigating harm to students and staff. Lack of a comprehensive emergency plan leave your school vulnerable to lawsuits.

Key Principles of Emergency Planning

4 Phases Framework

A comprehensive plan will incorporate all four highly interconnected phases:

- (1) Mitigation/Prevention
- (2) Preparedness
- (3) Response, and
- (4) Recovery

All-hazards Approach

Emergencies are sudden and often unexpected, so it is not enough to plan for just a few possible hazards. Your plan should include a variety of hazards including those deemed unlikely.

Individualized planning process

Every school has a unique history, culture, and environment, so it is important to develop a plan specific to your school's campus. Also, keep in mind that these factors change from day-to-day and year-to-year so the planning process should be ongoing and reflect these changes.

Collaborative Approach

Emergency planning is an enormous task if you take it on alone, but collaboration can make it much more manageable. Bring together a team from both inside and outside the school to help develop your emergency plan.



Key Points:

- Schools have a legal and social responsibility to develop an emergency plan.
- The plan should take all possible hazards into consideration.
- Schools should collaborate with local organizations to address the school's unique concerns.

What is an emergency?

Emergencies can vary in scope, intensity, time and location. They may occur on or off campus, during or outside school hours, and affect a single student or the entire campus.

Emergencies may include:

- Flood
- Fire
- Tornado
- Earthquake
- Wildfire
- Severe Winter Weather
- Power Outage
- Water System Failure
- Exposure:
 - ♦ Chemical
 - ♦ Biological
 - ♦ Nuclear
- Transportation Accident
- Medical Emergency
- Food Contamination
- Epidemic/Pandemic
- Mass Injury
- Bomb Threat
- Suicide Attempt/Threat
- Physical Altercation
- Weapon on Campus
- Drug Overdose
- Death or Homicide
- Intruder
- Lost or Missing Person
- Sexual Assault

Phases of Emergency Planning

Prevention/Mitigation

Prevention: Actions taken to decrease likelihood an emergency will occur

Mitigation: Actions taken to lessen the impact an emergency will have on a school

Preparedness

Actions taken to get ready to respond to an emergency which cannot be prevented

Response

Actions taken to effectively respond to an emergency after it occurs

Recovery

Actions taken to restore a school or community to pre-emergency conditions

Prevention/Mitigation

Purpose of Prevention/Mitigation:

Taking steps to prevent and mitigate hazards can:

1. Reduce damage to property
2. Prevent and reduce casualties (injury, illness, and loss of life)
3. Reduce the cost of response and recovery

Objectives:

1. **Assess** safety of school facilities, local environment, climate and culture
2. **Address** concerns identified in the risk assessment process

7 Steps to Prevent and Mitigate Emergencies

- 1) Develop an emergency planning committee
- 2) Identify and document potential hazards
- 3) Assess vulnerabilities to hazards
- 4) Assess ability to respond
- 5) Assess potential consequences of hazards
- 6) Identify actions to prevent/mitigate hazards
- 7) Take actions to prevent/mitigate hazards

Prevention/Mitigation

Step 1) Develop an Emergency Planning Committee

In Progress

Complete

- a. Recruit Emergency Planning Committee members

☐☐

*Goal Date:*_____ *Leader(s):*_____

- b. Define clear objectives for Emergency Planning Committee

☐☐

*Goal Date:*_____ *Leader(s):*_____

- c. Establish roles and responsibilities for committee members

☐☐

*Goal Date:*_____ *Leader(s):*_____

Emergency Planning Committee Objectives:

1)_____

2)_____

3)_____

Who should be invited to join an Emergency Planning Committee?

- Parents
- Students
- Teachers
- Administrators
- Facility Managers
 - Maintenance
 - Groundskeepers
- First Responders
 - Police
 - Fire Fighters
 - Emergency Medical Services
- Local Businesses
- Emergency Managers
 - Local
 - County
- Public Health Department
 - Local
 - County

Prevention/Mitigation

Step 2) Identify and Document All Potential Hazards

In Progress

Complete

- a. Schedule an Emergency Planning Committee Meeting

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*Goal Date:*_____ *Leader(s):*_____

- b. Perform Risk Assessments (See p. 8-9):

- i) Physical

*Goal Date:*_____ *Leader(s):*_____

☐
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- ii) Environmental

*Goal Date:*_____ *Leader(s):*_____

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- iii) Climate/Culture

*Goal Date:*_____ *Leader(s):*_____

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- c. Document all hazards identified on Hazards Profile Worksheet (See p. 10-11)

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*Goal Date:*_____ *Leader(s):*_____

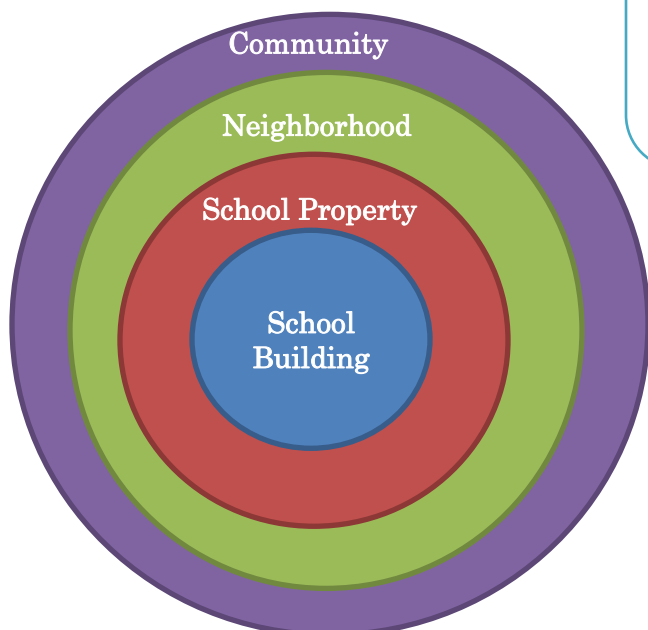
Starting a Risk Assessment

Schools are part of a larger community, so look beyond the school building for:

1. Potential Hazards
2. Planning Resources



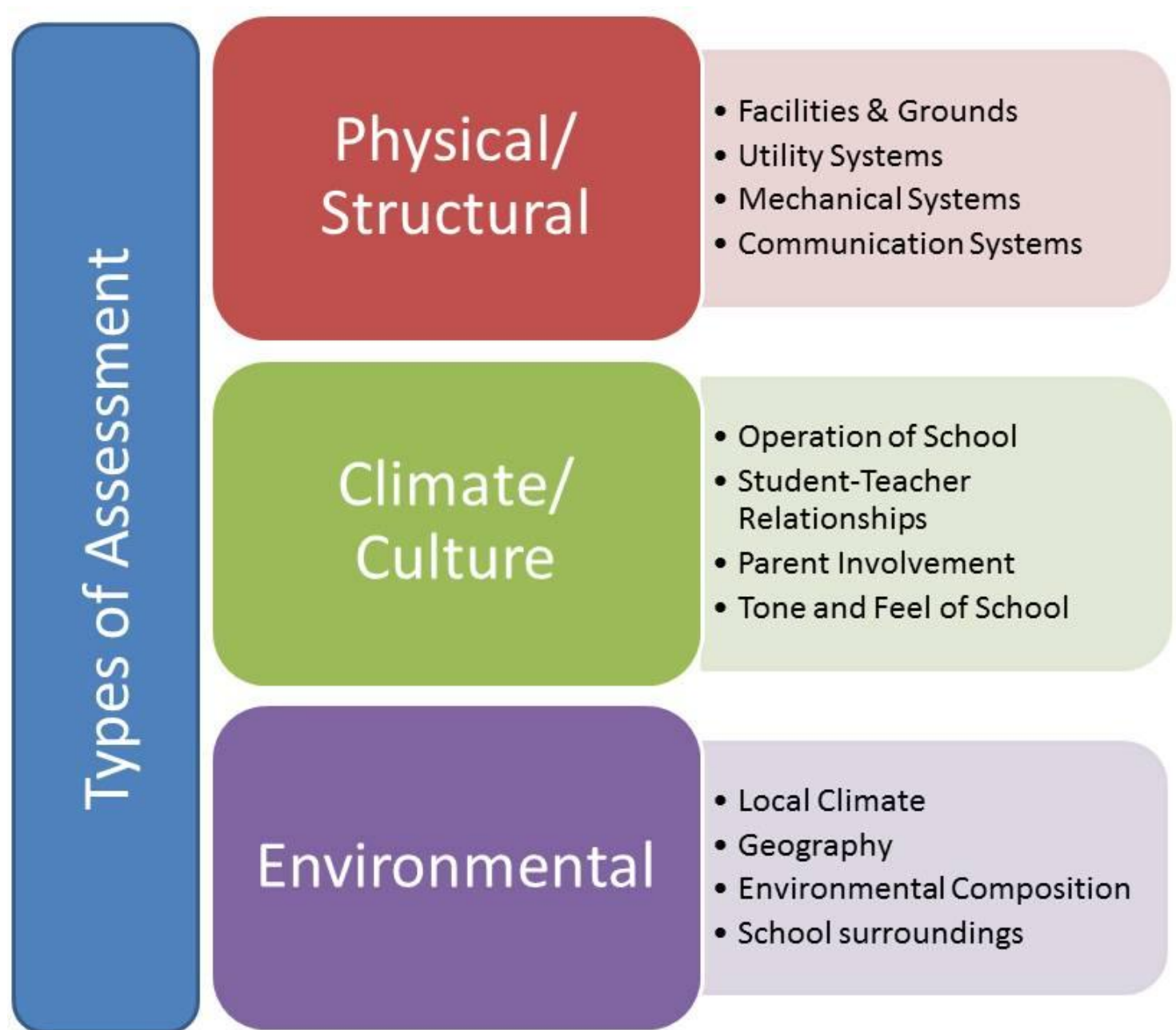
Quick Tip: The Disaster Mitigation Act requires every community to have a mitigation plan to be eligible for FEMA funding. Check with your local emergency management office to learn more about your community's risk assessment.



Is there a one-size-fits-all plan?

Unfortunately, there is not. Each community, neighborhood, and school building has unique characteristics which effect vulnerability. Therefore each school must assess and plan for their specific and ever changing needs. There are tools to help though!

Prevention/Mitigation



Quick Tip: It may be beneficial to divide your planning committee into three subcommittees. Each subcommittee can oversee one type of assessment, review the results, and make recommendations.

Prevention/Mitigation

Assessment Resources

Assessment Tools	Assessment Type	Cost	Sample Content Areas	Link
Educational Facilities Assessment Checklist , National Clearinghouse for Educational Facilities	Physical/Structural Environmental	Free	<ul style="list-style-type: none"> • Access/exits to buildings • Visibility/surveillance • Structural integrity • Accessibility for disabled 	http://www.ncef.org/checklist/index.cfm
MiPHY , Michigan Department of Education	Climate/Culture	Free	<ul style="list-style-type: none"> • Risk and Protective Factors • Violence • Alcohol and Other Drugs • Suicide (not on MiPHY basic) 	www.michigan.gov/miphy
Bully-Free Schools Survey , Michigan Department of Education	Climate/Culture	Free	Perceptions of: <ul style="list-style-type: none"> • Prevention Measures • Extent of bullying/aggression (type, frequency, location, ect.) • Reactions Participants suggestions	www.michigan.gov/cshsp
School Climate Survey , Michigan Department of Education	Climate/Culture Physical/Structural	Free	Perceptions of: <ul style="list-style-type: none"> • Safety and school structure • Positive relationships • Self-worth, ability to contribute 	www.michigan.gov/cshsp
Community Mitigation Plan , Local Emergency Management Office	Environmental	Free	<ul style="list-style-type: none"> • Weather patterns • Pollution • Local Business- Hazards 	Contact your local emergency management office

***For additional information about school health assessment tools please see Appendix A

School Hazards Profile Worksheet

1.Potential Hazard	2. Potential Severity	3. Frequency of Occurrence	4. Geographic Areas Effected	5. Duration	6. Speed of Onset	7.Available Warning System	8. Risk Priority

Hazard Profile Key

1. Potential Hazard

Examples:

- Flood
- Fire
- Tornado
- Power Outage
- Water System Failure
- Transportation Accident
- Pandemic Flu
- Drug Overdose
- Suicide
- Peer Aggression
- Unsecured Entry into Building
- Large Shrubs around Building
- Poor Visibility in Hallways
- Neighborhood Violence
- Major Roadway Nearby
- Local Business with Hazardous Material

2. Potential Severity

Catastrophic	<ul style="list-style-type: none">• Multiple Deaths• Severe damage to <50% of property• Facilities closed for 30+ days
Major	<ul style="list-style-type: none">• Disabling injuries and/or illness• Severe damage to <25% of property• Facilities closed for 2+ weeks
Minor	<ul style="list-style-type: none">• Injuries and/or illness (Not disabling)• Severe damage to <10% of property• Shutdown facilities 1+ weeks
Limited	<ul style="list-style-type: none">• Injuries treatable with first aid• Major damage to >10% of property• Shutdown facilities for > 24 hours

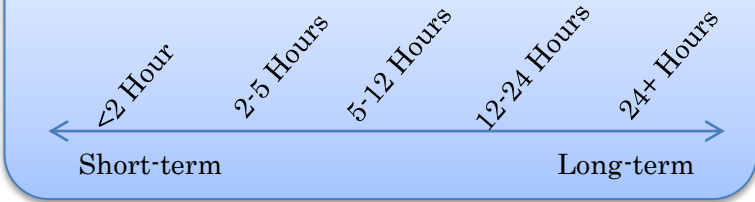
3. Frequency of Occurrence

Highly Likely Probable in the next year	Likely Probable in next 3 years
Occasional Possible in next 5 years	Unlikely Possible in next 10 years

4. Geographic Areas Effected

Widespread	Local	Isolated
-------------------	--------------	-----------------

5. Duration



6. Speed of Onset

Minimal Warning	3 to 6 Hour Warning
6 to 12 Hour Warning	12+ Hour Warning

7. Warning System

Examples:

- | | |
|----------------------------|---------------|
| • Local Media | • Amber Alert |
| • National Weather Service | • Fire Alarm |

8. Risk Priority

Frequency of Occurrence ↑	Highly Likely	Medium	Medium	High	Extreme
	Occasional	Medium	Medium	Medium	High
	Likely	Low	Medium	Medium	Medium
	Unlikely	Low	Low	Medium	Medium
		Limited	Minor	Major	Catastrophic
		Potential Severity →			

Prevention/Mitigation

Step 3) Assess vulnerabilities to hazards

In Progress Complete

a. Share your list of potential hazards with the planning committee

- | | | | | |
|----------------------|-----------------|-----------------|-----------------------|-----------------------|
| i) Physical | Goal Date:_____ | Leader(s):_____ | <input type="radio"/> | <input type="radio"/> |
| ii) Environmental | Goal Date:_____ | Leader(s):_____ | <input type="radio"/> | <input type="radio"/> |
| iii) Climate/Culture | Goal Date:_____ | Leader(s):_____ | <input type="radio"/> | <input type="radio"/> |

b. Determine how susceptible your school is to each hazard identified by completing Sections 2-8 of the Hazard Profiles Worksheet

Goal Date:_____ Leader(s):_____ ☐ ☐



Quick Tip: Collaboration is key! Join forces with local emergency responders, businesses, community members and nonprofits to identify vulnerabilities and assess your ability to respond. These relationships will prove invaluable in the Preparedness, Response and Recovery stages.

Step 4) Assess ability to respond to hazards

In Progress Complete

a. Determine whether there is an established policy or procedure for responding to each hazard identified:

- | | | | | |
|----------------------|-----------------|-----------------|-----------------------|-----------------------|
| i) Physical | Goal Date:_____ | Leader(s):_____ | <input type="radio"/> | <input type="radio"/> |
| ii) Environmental | Goal Date:_____ | Leader(s):_____ | <input type="radio"/> | <input type="radio"/> |
| iii) Climate/Culture | Goal Date:_____ | Leader(s):_____ | <input type="radio"/> | <input type="radio"/> |

b. Discuss effectiveness of each policy and procedure identified.

Goal Date:_____ Leader(s):_____ ☐ ☐

c. Brainstorm ideas for improving /developing policies and procedures

Goal Date:_____ Leader(s):_____ ☐ ☐

Prevention/Mitigation

Step 5) Assess potential consequences of hazards

In Progress

Complete

a. Discuss the potential consequences of each hazard identified:

- | | | | | |
|----------------------|-----------------|-----------------|-----------------------|-----------------------|
| i) Physical | Goal Date:_____ | Leader(s):_____ | <input type="radio"/> | <input type="radio"/> |
| ii) Environmental | Goal Date:_____ | Leader(s):_____ | <input type="radio"/> | <input type="radio"/> |
| iii) Climate/Culture | Goal Date:_____ | Leader(s):_____ | <input type="radio"/> | <input type="radio"/> |

b. Brainstorm ideas for mitigating/preventing consequences (i.e. policies, procedures, activities)

- | | | | | |
|----------------------|-----------------|-----------------|-----------------------|-----------------------|
| i) Physical | Goal Date:_____ | Leader(s):_____ | <input type="radio"/> | <input type="radio"/> |
| ii) Environmental | Goal Date:_____ | Leader(s):_____ | <input type="radio"/> | <input type="radio"/> |
| iii) Climate/Culture | Goal Date:_____ | Leader(s):_____ | <input type="radio"/> | <input type="radio"/> |



Quick Tip: Improving school climate and culture can build positive relationships, reduce peer violence and help prevent suicides.

Keys to Improving School Climate:

- Assess the school's emotional climate
- Emphasize listening
- Take a strong stance against the code of silence
- Encourage students to tell adults about other students who are contemplating suicide
- Find ways to stop bullying
- Sustain safe school climates over time
- Involve students in creating a culture of safety and respect
- Build trusting relationships between students and adults
- Make the physical environment feel safe
- Involve all stakeholders in climate and culture improvement
- Recognize that all climates of safety are ultimately "local"

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Step 6) Identify actions to mitigate/prevent hazards

In Progress

Complete

a. Review ideas for improving/developing policies and procedures (Step 4C and 5B) for mitigating/preventing hazards and their consequences:

- | | | | | |
|----------------------|-----------------|-----------------|-----------------------|-----------------------|
| i) Physical | Goal Date:_____ | Leader(s):_____ | <input type="radio"/> | <input type="radio"/> |
| ii) Environmental | Goal Date:_____ | Leader(s):_____ | <input type="radio"/> | <input type="radio"/> |
| iii) Climate/Culture | Goal Date:_____ | Leader(s):_____ | <input type="radio"/> | <input type="radio"/> |

Prevention/Mitigation

Step 7) Take actions to mitigate/prevent hazards

In Progress

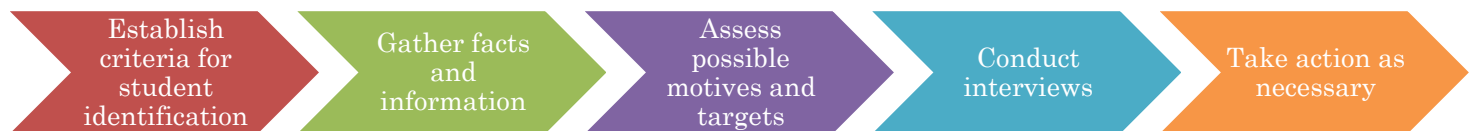
Complete

- | | | |
|---|-----------------------|-----------------------|
| a. Discuss feasibility of mitigation/prevention ideas (Step 6) for each 'Extreme' priority hazard identified (Step 5B). | <input type="radio"/> | <input type="radio"/> |
| b. Discuss potential effectiveness of each policy and procedure identified. | <input type="radio"/> | <input type="radio"/> |
| <i>Goal Date:_____ Leader(s):_____</i> | | |
| c. Draft an action plan for addressing hazard | <input type="radio"/> | <input type="radio"/> |
| d. Submit the plan or policy to the appropriate office/board for approval | <input type="radio"/> | <input type="radio"/> |
| e. Once approved, work with appropriate people to implement plan | <input type="radio"/> | <input type="radio"/> |
| f. Repeat Steps 7A-E for 'High', 'Medium', and 'Low' priority hazards | <input type="radio"/> | <input type="radio"/> |

Goal Date:_____ Leader(s):_____



Quick Tip: If your school does not have a threat assessment plan consider developing one. Steps to develop your own threat assessment include:



Key Points:

- Your Emergency Planning Committee should be comprised of a diverse group of people that represent your community.
- Three types of assessment:
(1)Physical/Structural (2)Climate/Culture (3)Environment
- There are resources available including: NCEF Assessment Checklist, MiPHY, and local community mitigation plans.
- Mitigation and prevention actions lay the foundation for efficient preparedness, response and recovery planning.

Preparedness

Purpose of Preparedness:

Preparing for an emergency can:

1. Facilitate effective communication and response
2. Reduce damage to property
3. Prevent and reduce casualties (injury, illness, and loss of life)

Objectives:

1. ***Develop*** plans and protocols for managing an emergency situation
2. ***Establish community partnerships*** to support school response
3. ***Practice*** the skills necessary to respond effectively and efficiently

Steps to Prepare for Emergencies

- 1) Review Hazard Profiles and Risk Assessment
- 2) Develop Written Emergency Management Plans
 - i. Incident Command and Critical Decision Plan
 - ii. Threat Response Plan
 - iii. Community Partnership Plan
 - iv. Disability Specific Plan
 - v. Communication Plan
 - vi. Parent/Guardian Reunification Plan
- 3) Conduct Training and Emergency Exercises

Preparedness

Step 1) Review Hazard Profiles and Risk Assessments In Progress Complete

- a. Review Hazard Profile and Risk Assessments with the Emergency Planning Committee

Goal Date: _____ Leader(s): _____

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- b. Discuss how to incorporate solutions into Emergency Plans

- i. Review established emergency plan (Appendix B)

Goal Date: _____ Leader(s): _____

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- c. Save final results of Hazard Profiles and Risk Assessment in final written Emergency Plan

Goal Date: _____ Leader(s): _____

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Characteristics of an Effective Emergency Management Plan

- ◆ Establishes Crisis Response Team (CRT) with National Incident Management System
- ◆ Demonstrates collaboration with local community
- ◆ Reflects an “all-hazards” approach
- ◆ Obtains and documents School Board approval
- ◆ Aligns with federal, state, and local emergency management plans
- ◆ Contains specific plans for accommodating individuals with disabilities or special needs
- ◆ Provides a timeline for maintaining/updating the plan

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Quick Tip: Mark your calendar! Hazards and risks are constantly changing, so keep your Hazard Profiles and Risk Assessments updated throughout the year. Plan ahead and schedule hazard review dates so you do not forget.

Preparedness

Step 2i) Develop Incident Command and Critical Decision Plan

	<i>In Progress</i>	<i>Complete</i>
a. Develop an Emergency Management Team		
a. Learn about the National Incident Management System (NIMS) (p.18-19)	<input type="radio"/>	<input type="radio"/>
Goal Date:_____ Leader(s):_____		
b. Invite Members to join Emergency Management Team	<input type="radio"/>	<input type="radio"/>
Goal Date:_____ Leader(s):_____		
c. Identify Roles and Responsibilities	<input type="radio"/>	<input type="radio"/>
Goal Date:_____ Leader(s):_____		
b. Draft Incident Command and Critical Decision Plan using NIMS principles		
First Draft Goal Date:_____ Leader(s):_____	<input type="radio"/>	<input type="radio"/>
Second Draft Goal Date:_____ Leader(s):_____	<input type="radio"/>	<input type="radio"/>
Final Draft Goal Date:_____ Leader(s):_____	<input type="radio"/>	<input type="radio"/>
c. Submit to School Board for Approval of Document	<input type="radio"/>	<input type="radio"/>
Goal Date:_____ Leader(s):_____		
d. Implement Plan as approved by School Board	<input type="radio"/>	<input type="radio"/>
Goal Date:_____ Leader(s):_____		
e. Develop timeline for reviewing and updating	<input type="radio"/>	<input type="radio"/>
Goal Date:_____ Leader(s):_____		



Quick Tip: Federal funding for emergency management requires the use of the National Incident Management System (NIMS). Planning your emergency management program using NIMS could pay off in the future.

Preparedness

What is the National Incident Management System (NIMS)?

The National Incident Management System (NIMS) is a systematic approach to mitigating, preventing, planning for, responding to, and recovering from the effects of an emergent incident. The system standardizes the approach to incident management for all persons responding to all types of incidents.

5 Components of NIMS

1. *Preparedness*
 - ♦ Essential to achieving effective emergency management
 - ♦ Requires partnerships between government, private and nongovernmental organizations
 - ♦ A continuous cycle of planning, organizing, training, practicing, evaluating and updating
2. *Communications and Information Management*
 - ♦ Establishes a common operating and communication plan between organizations
 - ♦ Utilizes flexible communication and information systems
3. *Resource Management*
 - ♦ Describes standard resource management practices for inventorying, organizing and tracking resources
 - ♦ Allows for sharing of critical resources when needed
4. *Command and Management*
 - ♦ Utilizes three key organizations constructs
 - (1) [Incident Command System](#)
 - (2) [Multiagency Coordination Systems](#)
 - (3) [Public Information](#)
5. *Ongoing Management and Maintenance*
 - ♦ Continuously refine NIMS concepts, practices and principles

How to Adopt NIMS

1. Establish formal, written adoption of NIMS through School Board
Goal Date:_____ Leader(s):_____
2. Incorporate NIMS into your school's plan
Goal Date:_____ Leader(s):_____
3. Participate in NIMS Training
Goal Date:_____ Leader(s):_____
4. Report NIMS implementation to the [NIMS Compliance Assistance Support Tool](#) (Optional)
Goal Date:_____ Leader(s):_____
5. Network with others in your area to learn about preparedness events
Goal Date:_____ Leader(s):_____



Quick Tip: Get the details about NIMS by visiting www.fema.gov/nims and speak with your local emergency manager to learn more. Find your local emergency manager [here](#).

Preparedness

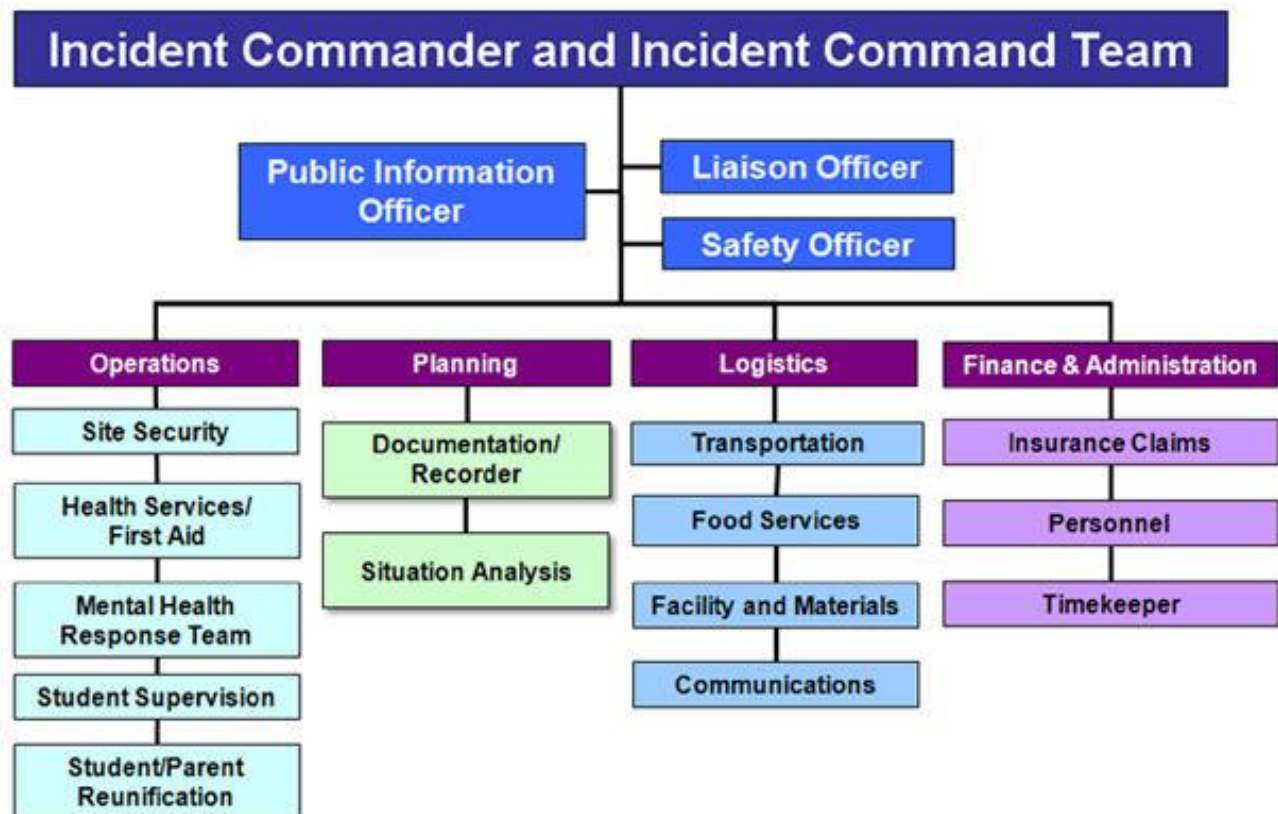
What is an Incident Command System?

The Incident Command System (ICS) is a standardized, on-scene management approach, which:

- ♦ Facilitates coordinated response between multiple organizations
- ♦ Establishes common planning and resource management process
- ♦ Allows organizations to communicate effectively, while sharing equipment & personnel

What is the structure of the Incident Command Team?

A typical ICS command structure will look like this:



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Quick Tip: Be sure to define roles and responsibilities for each member of the team to avoid confusion and chaos while conducting response efforts.

How does our Crisis Response Team fit into the ICR?

Your Crisis Response Team will work with the operations manager to set up mental health and counseling services during and after the incident. Be sure that the Crisis Response Team leader and the operations manager have one another's personal contact information so they can easily communicate.

Preparedness

Step 2ii) Develop Threat Response Plan

In Progress *Complete*

a. Develop policy for Immediate Risk Assessment (p. 20)

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*Goal Date:*_____ *Leader(s):*_____

b . Develop policies and protocols for responding to threats (p. 21)

i. Evacuation

*Goal Date:*_____ *Leader(s):*_____

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ii. Lockdown

*Goal Date:*_____ *Leader(s):*_____

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iii. Shelter-in-place

*Goal Date:*_____ *Leader(s):*_____

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c. Develop Go Kits (See Appendix C)

i. Administration

*Goal Date:*_____ *Leader(s):*_____

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ii. Classroom

*Goal Date:*_____ *Leader(s):*_____

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f. Develop timeline for reviewing/updating Risk Assessment, Response Policies and Procedures, and Go Kits

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*Goal Date:*_____ *Leader(s):*_____



Quick Tip: If your school does not have a threat assessment plan consider developing one which incorporates these features:



Preparedness

Types of Emergency Response

Response	Evacuation	Lockdown	Shelter-in-Place
Procedure	<ol style="list-style-type: none"> Clearly notify building Provide evacuation orders, including destination Take Go-Kit Account for students at destination 	<ol style="list-style-type: none"> Clearly notify building Lock exterior doors and windows Restrict entry/exit from building 	<ol style="list-style-type: none"> Clearly notify building Close windows and doors Heating and air conditioning systems shut off (if necessary) Remain indoors until shelter order is lifted
When Implemented	Threat located inside the building and it is safer to exit the building	Threat located inside and/or outside building and it is safest to restrict movement of persons	Threat located outside building and safer to remain inside the building
Example Scenarios	<ul style="list-style-type: none"> Fire Gas Leak 	<ul style="list-style-type: none"> Bomb threat Active Shooter 	<ul style="list-style-type: none"> Severe weather Threat of chemical/biological exposure
Special Considerations	<ul style="list-style-type: none"> Assisting students with disabilities during evacuation Accounting for students <ul style="list-style-type: none"> -Esp. when evacuation occurs between classes Offsite Evacuation <ul style="list-style-type: none"> -Identify Routes -Avoid disrupted utility lines 	<ul style="list-style-type: none"> Entry protocol for public safety officials Parents knowledge of lockdown procedure <ul style="list-style-type: none"> -Parents not allowed on campus <i>*Send letter to parents with emergency protocols</i> Accounting for students 	<ul style="list-style-type: none"> May last for a long period: <ul style="list-style-type: none"> -Schedules for learning and recreation -Sanitation -Food service -Sleeping arrangements -Healthcare needs <ul style="list-style-type: none"> +Asthma +Diabetes

Preparedness

Step 2iii) Develop Community Partnership Plan

In Progress

Complete

- a. Brainstorm list of potential partners

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*Goal Date:*_____ *Leader(s):*_____

- b. Contact partners to discuss potential service arraignment

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*Goal Date:*_____ *Leader(s):*_____

- c. Draft pre-negotiated contracts for:

i. Transportation *Goal Date:*_____ *Leader(s):*_____

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ii. Food Services *Goal Date:*_____ *Leader(s):*_____

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iii. Comfort Items *Goal Date:*_____ *Leader(s):*_____

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iv. Mental Health *Goal Date:*_____ *Leader(s):*_____

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- d. Submit pre-negotiated contracts to School Board for review

*Goal Date:*_____ *Leader(s):*_____

- e. Re-negotiate contracts if necessary

*Goal Date:*_____ *Leader(s):*_____

- f. Submit to School Board for adoption of pre-negotiated contracts

i. Transportation *Goal Date:*_____ *Leader(s):*_____

ii. Food Services *Goal Date:*_____ *Leader(s):*_____

iii. Comfort Items *Goal Date:*_____ *Leader(s):*_____

- g. Develop timeline for reviewing/updating negotiated contracts

*Goal Date:*_____ *Leader(s):*_____



Quick Tip: The American Red Cross is an abundant source of information about emergency planning including:

(1) What supplies to store (2)How/Where to store supplies (3)How much to stockpile

Preparedness

Step 2iv) Develop Plans for those with Disabilities

In Progress

Complete

- a. Consider including a response team member specifically responsible for students with disabilities

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*Goal Date:*_____ *Leader(s):*_____

- b. Draft Plan for addressing disabilities/special needs including:

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i. Visual

ii. Hearing

iii. Mobility

iv. Cognitive

v. Attention

vi. Emotional

vii. Medical

*Goal Date:*_____ *Leader(s):*_____

- c. Submit to School Board for approval

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*Goal Date:*_____ *Leader(s):*_____

- d. Implement plan as approved by the School Board

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*Goal Date:*_____ *Leader(s):*_____

- e. Include lists of students with special needs in Go-Kits
Keep Confidential!

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*Goal Date:*_____ *Leader(s):*_____

- f. Develop Timeline for reviewing and updating list and plans for students with disabilities/special needs

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*Goal Date:*_____ *Leader(s):*_____

Preparedness

Step 2v) Develop Communication Plans

In Progress *Complete*

- a. Identify a Public Information Officer (PIO)

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*Goal Date:*_____ *Leader(s):*_____

- b. Draft plan for communicating with students and staff

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*Goal Date:*_____ *Leader(s):*_____

- c. Draft plan for communicating with parents and media

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- i. Include templates for communicating via:

1. Media/Public Relations Announcements
2. Text Message
3. Email
4. Voice-Recordings
5. Website Announcement
6. Written Letter

*Goal Date:*_____ *Leader(s):*_____

- d. Submit to School Board for approval

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*Goal Date:*_____ *Leader(s):*_____

- e. Implement as approved by School Board

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*Goal Date:*_____ *Leader(s):*_____

Step 2vi) Develop Parent/Child Reunification Plan

In Progress *Complete*

- a. Draft plan for reunifying parents/guardians and students

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*Goal Date:*_____ *Leader(s):*_____

- b. Identify individual(s) responsible for reunification

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*Goal Date:*_____ *Leader(s):*_____

- c. Submit to School Board for approval

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*Goal Date:*_____ *Leader(s):*_____

- d. Communicate plan to parents/guardians

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*Goal Date:*_____ *Leader(s):*_____

Preparedness

Step 3) Conduct Trainings and Emergency Exercises

In Progress

Complete

- a. Determine the type of training or exercise you plan to conduct

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Goal Date: _____ Leader(s): _____

- b. Schedule training/exercise and begin planning

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Notify students, faculty, staff and parents

Goal Date: _____ Leader(s): _____

- c. Conduct the training or exercise

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Goal Date: _____ Leader(s): _____

- d. Debrief and take appropriate actions to update policies/protocols

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Goal Date: _____ Leader(s): _____



Quick Tip: Check Appendix E: Resources for links to sample scenarios. And, when planning your exercise include unanticipated impediments, such as a blocked evacuation route to force flexibility and creativity.

Exercise Type	Tabletop Exercises	Drills	Full Scale Exercises
Activity	Participants from multiple agencies and organizations come together to work on a response scenario through discussion	Students, faculty and staff practice procedures, such as evacuation, lockdown and/or shelter in place	Simulate a full-scale emergency response, because of logistics and costs this is only done approximately once a year
Goal	<ul style="list-style-type: none"> Practice decision making Clarify roles/responsibilities Identify resources Build relationships Evaluate plans/procedures 	<ul style="list-style-type: none"> Define procedures Communicate plans Designate routes and shelter locations Practice accounting for students 	<ul style="list-style-type: none"> Build relationships and planning capacity Practice roles and responsibilities Share resources Evaluate plans/procedures



Key Points:

- Developing mini-plans can make the planning process more manageable
- Clear, efficient communication is the key to effective planning and response
- Three types of response: (1)Evacuation (2)Lockdown (3)Shelter-in-place

Response

Purpose of Response:

Mobilizing an emergency plan and emergency services can:

1. Reduce damage to property
2. Prevent and reduce casualties (injury, illness, and loss of life)

Objectives:

1. Clearly **communicate** with students, staff, parents and the public
2. Effectively **cooperate** with first responders and community partners
3. Efficiently **deploy resources** to those effected
4. **Account** for students, faculty and staff

Steps for Responding to an Emergency

- 1) Activate Emergency Management Plan
- 2) Determine Response Strategy
- 3) Deploy Resources
- 4) Utilize Community Partnership Agreements
- 5) Activate Communication Plans
- 6) Account for Students, Faculty and Staff
- 7) Reunify Students with Parent/Guardian
- 8) Document Emergency Response and Debrief

Response

Step 1) Activate Emergency Management Plan

- a. Identify threat using school's *Threat Assessment Tool*
- b. Immediately activate Incident Command System

Keys to Responding to an Emergency

- ♦ Be flexible
- ♦ Use good judgment
- ♦ Remain calm
- ♦ Communicate clearly

Note: The plan is there to help. Do not let it hold you back. You may have to make new plans as the scenario unfolds.



Quick Tip: As part of the preparedness section, you established an Incident Command System and Emergency Management Team. Create a contact list including personal contact information for each of the team members and include several copies in each go-kit.

Step 2) Determine and Communicate Response Strategy

- a. Assess the threat
- b. Determine appropriate response strategy
- c. Clearly and calmly communicate strategy to students and staff

Three Common Response Strategies

Evacuation

- Threat inside building
- Safer to exit building

Shelter

- Threat outside building
- Safer to remain inside building

Lockdown

- Threat inside and/or outside building
- Safest to restrict movement of persons

Response

Step 3) Deploy Resources

- a. Establish a safe zone to organize the deployment of resources
 - i. This may include, but is not limited to, areas for:
 1. Medical Services
 2. Search and Rescue Teams
 3. Transportable Shelters
 4. Decontamination Equipment
- b. Provide services, as needed

Is there an example set-up for deploying resources?

Here is a sample layout:

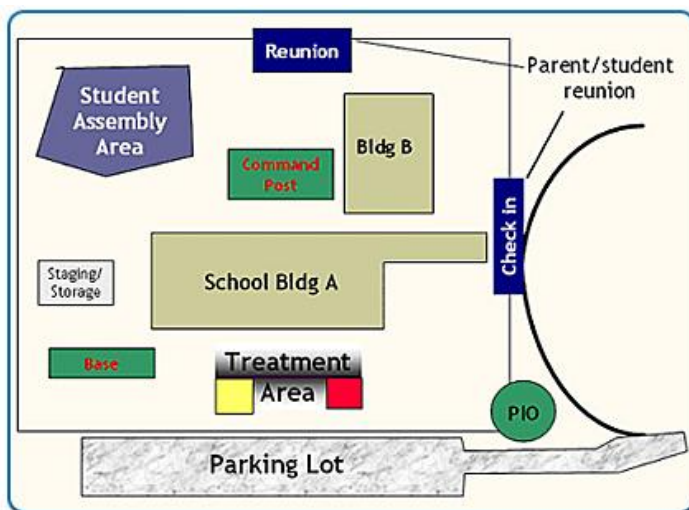


Image provided by U.S. Department of Education,
Readiness and Emergency Management for Schools



Quick Tip: Keep a map of the school property in each go kit. They can help first responders determine the best strategy for entering the building and help you determine where to safely set up resources.

Step 4) Utilize Community Partnership Agreements

- a. Review community partnership agreement forms
- b. Determine which services may be required based on immediate needs
- c. Contact community partner(s) to activate agreement(s)
 - i. Clearly define your schools immediate needs
 - ii. Provide partner with point of contact

Response

Step 5) Activate Communication Plan

- a. Provide clear and consistent information to students, staff, parents and the public via multiple communication mediums
- b. Utilized pre-drafted communication templates to communicate timely and accurate information
 - i. Media/Public Relations Announcements
 - ii. Text Message
 - iii. Email
 - iv. Voice-Recordings
 - v. Website Announcement

How does the school control communication?

The designated Public Information Office (PIO) should be the single point of contact for public communication regarding the situation. They are responsible for clearly communicating timely and accurate information to the public. Remember students, bystanders, and media outlets may also be providing information to the public via phone calls, emails and web postings, so ***timely, accurate, and consistent information*** from the school is important for reducing confusion and avoiding panic.

Step 6) Account for Students, Faculty and Staff

- a. Account for students, faculty and staff using lists provided in the Go-Kits
- b. Each instructor accounts for their designated group of students
- c. Designated member of emergency management team:
 - i. Accounts for all faculty and staff members
 - ii. Confirms instructors have accounted for all students
- d. Relay information regarding missing persons to search and rescue team

Response

Step 7) Reunify Students with Parents/Guardians

- a. Establish a specific location for reunification
- b. Release students to authorized individuals listed on their emergency card
 - i. Add list of emergency contacts to administrative go-kit
 - ii. Proper photo identification required

What should schools communicate to parents/guardians?

Before an emergency

- ♦ The school is working hard to protect the children and prepare for possible emergencies.
- ♦ A reminder to contact the school to update emergency contact information as it changes
- ♦ Information about what parents should or should not do during an emergency

Examples may include:

Do not come to campus when a lockdown is in place.

Bring photo identification when picking up your child.

During an emergency

- ♦ Basic details regarding the situation
- ♦ How the school is responding to the incident
- ♦ What parents should do



Quick Tip: Creating communication templates can make this process easier. Check the resources section at rems.ed.gov for sample templates.

After an emergency

- ♦ Information about resources available to help students and community members cope
- ♦ Estimated timeline for recovery of school programs and services



Key Points:

- Schools have a legal and social responsibility to account for students, faculty and staff. Plan ahead and create/regularly update lists for each go-kit!
- Reunification can be stressful and chaotic! Clearly define a location for reunification and check photo identification to ensure students are released to a pre-approved emergency contact.
- Communication is key! Communicate with parents before an emergency to reduce confusion and stress.

Recovery

Purpose of Recovery:

Taking steps to recover from an emergency can:

1. Return the school to normal operations
2. Reduce social/emotional strain

Objectives:

1. *Establish a **safe physical environment** for learning*
2. *Re-establish usual **business and fiscal operations***
3. *Return to a **typical academic schedule** and supportive environment*
4. *Attend to the **social and emotional needs** of students, faculty, staff and parents/guardians*

4 Types of Recovery

- 1) Physical Recovery
- 2) Business/Fiscal Recovery
- 3) Academic Recovery
- 4) Social/Emotional Recovery

Recovery

1) Physical Recovery

In Progress Complete

- a. Assess damage to school property, identify safety hazards

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Goal Date: _____ Leader(s): _____

- b. Determine measures necessary to repair facilities

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Goal Date: _____ Leader(s): _____

- c. Determine how to provide services without use of heavily damaged facilities

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Goal Date: _____ Leader(s): _____

- d. Develop timeline for repairing facilities

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Goal Date: _____ Leader(s): _____

- e. Implement repair plan and oversee repair projects

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Goal Date: _____ Leader(s): _____

How can I prepare for a property damage assessment?

Before an emergency

Compile an Inventory of Assets

1.

Develop an estimate of potential loss
What could be lost?

2.

Estimate replacement cost
What would it cost to replace lost items?

Who should be involved with the damage assessment?

At minimum, the assessment team should include:

- Building/Facility Manager
- Facility Engineer/Contractor
- Insurance Adjuster

Priority: Determining whether it is safe to use facilities



Quick Tip: Your insurance company may require you to compile an inventory of assets as part of your policy. It may be valuable to review their records before beginning your own.

Recovery

2) Business/Fiscal Recovery

a. Assess damage to business/fiscal systems

In Progress

Complete

Goal Date: _____ Leader(s): _____

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☐

b. Determine measures necessary to repair systems

Goal Date: _____ Leader(s): _____

☐
☐

c. Determine how to proceed without normal operating systems

Goal Date: _____ Leader(s): _____

☐
☐

d. Implement contingency plan and oversee repair projects

Goal Date: _____ Leader(s): _____

☐
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What should I include in my Business Contingency Plan?

Some emergencies may leave your school without commonly used systems, including:

- Payroll
- Accounts Payable
- Accounts Receivable
- Student Records/Registration
- Other Computer-based Records



Quick Tip: Community partnerships are key!

Work with local businesses or non-profits to plan for your potential business/fiscal operation needs. Keep a backup of your program in the Administrative Go-Kit.

If data centers and computer work stations are not heavily damaged you may be able to utilize generators. But, if they are damaged you may need to run your schools software at another location.

Alternate Procedures

Plan alternate procedures for business function incase normal operating procedures cannot be utilized.

Flexible Registration

Some emergencies may require re-registration. The registration system should be easily accessible and flexible.

Succession Plan

Identify an individual to take over the business operations if the person normally in charge becomes unavailable.

Recovery

3) Academic Recovery

In Progress *Complete*

a. Resume classes

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Goal Date: _____ *Leader(s):* _____

b. Resume before/after school programming

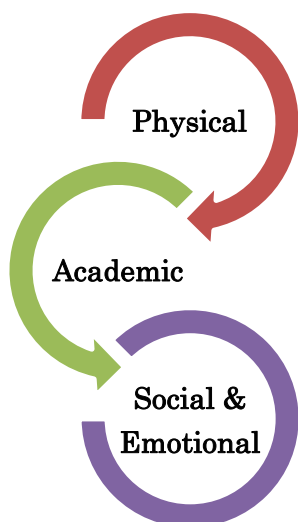
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Goal Date: _____ *Leader(s):* _____

c. Resume extra-curricular activities

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Goal Date: _____ *Leader(s):* _____



Academic, physical and social-emotional recovery are closely related.

Primary objective: Restore normalcy to school environment

To achieve normalcy schools may need to resume programs gradually to allow students time to recover and refocus.



Quick Tip: Social and Emotional Recovery is probably the most challenging. Professional development in the area of mental health may help prevent/mitigate emergencies as well as support the recovery process if an emergency does occur.

Academic Recovery may require:

- Flexibility and Creativity
- Operating jointly with another school in their facilities
- Portable classrooms, or utilization of non-school buildings in the community



Recovery

4) Social and Emotional Recovery

In Progress *Complete*

a. Immediate Response

- | | | | |
|-----|--|-----------------------|-----------------------|
| i. | Clearly and consistently communicate with community | <input type="radio"/> | <input type="radio"/> |
| | Goal Date:_____ Leader(s):_____ | | |
| ii. | Provide counseling services to students, staff and faculty | <input type="radio"/> | <input type="radio"/> |
| | Goal Date:_____ Leader(s):_____ | | |

b. Long-term Response

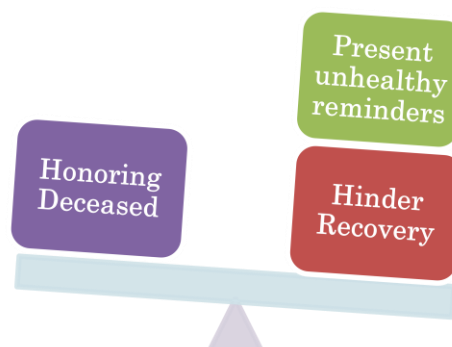
- | | | | |
|-----|--|-----------------------|-----------------------|
| i. | Provide counseling services | <input type="radio"/> | <input type="radio"/> |
| | Goal Date:_____ Leader(s):_____ | | |
| ii. | Determine how to address memorial and commemoration requests | <input type="radio"/> | <input type="radio"/> |
| | Goal Date:_____ Leader(s):_____ | | |

How can we prepare to respond to Social and Emotional needs?

Identify mental health resources in your community and establish a list. Also, establishing pre-planned partnership agreements with local mental health providers can hasten response and recovery.

Memorials and Commemoration

After a tragedy your school may receive inquiries about establishing memorials and commemorating those lost in the tragedy. Your school should weigh the benefits and disadvantages.



Caring for Caregivers

Teachers, counselors and emergency responders are also dealing with a large burden. Care for caregivers by providing counseling services, facilitating conversation groups and establishing relaxing areas for them to rest.



Key Points:

- Physical safety is imperative for academic and social-emotional recovery to occur.
- Community partnership agreements can help speed up all four types of recovery.
- Flexibility and creativity are crucial to recovery.
- Recovery may take years. Be prepared to care for your student, faculty, staff and caregivers long-term needs.



Michigan Tools for Healthy Schools

Local-level needs assessment tools to support Coordinated School Health



Local Data	HSAT		SHS		MiPHY	
	Healthy School Action Tools		Student Health Survey		Michigan Profile for Healthy Youth	
	Purpose <ul style="list-style-type: none"> The HSAT are a set of online tools designed to help school buildings create a healthier school environment. <ul style="list-style-type: none"> Assess - your school environment Plan & Act - to make it better Brag a Bit - get recognized and help others Assess Again - check your progress or assess new topics 		<ul style="list-style-type: none"> To help schools gain insight on the behaviors and enablers of healthy eating and physical activity for students. To measure student behavior changes over time. 		<ul style="list-style-type: none"> To help schools and districts collect and utilize comprehensive youth health behavior data for local-level decision making. To help schools meet reporting requirements of Title IV Safe and Drug Free Schools and other grant funding. 	
	Content Areas <ul style="list-style-type: none"> Asthma Management Healthy Eating and Nutrition Education Physical Activity and Physical Education Tobacco-Free Lifestyles Violence and Injury Prevention 		<ul style="list-style-type: none"> Healthy Eating Physical Activity 		<ul style="list-style-type: none"> Violence Tobacco Nutrition Suicide (not on MiPHY Basic) Sexual Behavior (not on MiPHY Basic) Alcohol & Other Drugs Physical Activity Risk & Protective Factors 	
	Eligibility <div>Elementary Schools Middle Schools High Schools</div> <div>K-12th Grades</div>		<div>Middle Schools High Schools</div> <div>5-12th Grades</div>		<div>Middle Schools (7th grade)</div> <div>High Schools (9th & 11th grades)</div>	
	Methods <p>Coordinated School Health Team completes an online Assessment (approximately 4 hours) and develops an Action Plan.</p>		<p>Students complete the online survey in approximately 15-20 minutes.</p>		<p>Students complete the online survey in less than one class period in a controlled computer lab.</p>	
	Timing <p>Continuous availability. Schools can add topic areas and/or reassess at any time.</p>		<p>Continuous availability.</p>		<p>Every other year during even school years, e.g., 2007-08 year. Opposite year of the Michigan YRBS (see back).</p>	
	Cost <p>No cost to schools.</p>		<p>No cost to schools.</p>		<p>No cost to schools.</p>	
	Available Reports <ul style="list-style-type: none"> Assessment Summary Report Action Plan Summary Report 		<ul style="list-style-type: none"> Classroom Report School Summary Report 		<ul style="list-style-type: none"> Summary Tables by content area Graphic Reports Demographics Trend Reports <p>Includes MI YRBS data for comparison</p>	
	Aggregate Levels <p>School State</p>		<p>Classroom School State</p>		<p>School District ISD County</p> <p>Sub-analysis on:</p> <ul style="list-style-type: none"> Gender Grade level Academics Race/ethnicity 	
	Example Questions/Statements <p>Our school has a written policy that prohibits use of physical activity as punishment.</p>		<p>Yesterday, how much soda pop did you drink at school? If you had any soda pop at school yesterday, how many ounces do you estimate you drank?</p>		<p>% of students who used tobacco in the past month % of students who ever drank alcohol % of students who got the recommended level of physical activity</p>	
	Website <p>www.mihealthtools.org/hsat</p>		<p>www.mihealthtools.org/studenthealthsurvey</p>		<p>www.michigan.gov/miphy</p>	

Michigan Tools for Healthy Schools

State-level data and needs assessment to support Coordinated School Health

State Data		YRBS	Profiles
		Youth Risk Behavior Survey	School Health Profiles
	Level	Michigan and National	Michigan and National
	Purpose	<ul style="list-style-type: none"> To determine the prevalence of health-risk behaviors. To assess trends in behaviors. 	<ul style="list-style-type: none"> To provide data on health policies and practices at schools.
	Content Areas	<ul style="list-style-type: none"> Injury and Violence Tobacco Use Alcohol and Other Drug Use Sexual Behavior Nutrition Physical Activity 	<ul style="list-style-type: none"> School Health Education Physical Education Asthma Management Nutrition and Food Service School Health Policies on HIV/AIDS, Tobacco, Violence, and Physical Activity
	Eligibility	Randomly selected Michigan public schools that include grades 9-12.	Randomly selected Michigan secondary public schools that include grades 6-12.
	Methods	Students complete paper-pencil questionnaires conducted in classrooms.	Principals and health education teachers self-administer mailed questionnaires.
	Timing	Every other year during odd school years. Opposite year of the MiPHY.	Every other year during even school years.
	Available Reports	Summary tables Fact sheets by content area and graphs Incorporated in many state health reports	Topical Reports
	Aggregate Levels	<ul style="list-style-type: none"> All Michigan students in 9th-12th Grade Gender Grade in school Race/Ethnicity Academics 	<ul style="list-style-type: none"> All Michigan secondary schools Middle schools in Michigan Junior high schools in Michigan Senior high schools in Michigan
	Example Questions/Statements	<p>In 2009, 37% of Michigan high school students had drank alcohol in the past 30 days.</p> <p>In 2009, 46% of Michigan high school students had ever smoked a cigarette.</p>	<p>In 2010, 90% of Michigan schools required physical education in any grade 6-12.</p> <p>In 2010, 55% of Michigan secondary schools had 24/7 tobacco-free school policies.</p>
	Websites	www.michigan.gov/yrbs www.cdc.gov/HealthyYouth/yrbs	www.cdc.gov/HealthyYouth/profiles

How do we get started?

As the table illustrates, there are many options for gathering data on need in your school district. Knowing where to begin may be the hardest step.

Some suggestions are to:

- Form a Coordinated School Health Team. Include partners from a variety of disciplines.
- Review state and local level data.
- Visit the websites of the presented tools to learn more about how to participate, what is involved, and how other schools and districts are using their results.

Appendix A

Prevention/Mitigation Rubric

Appendix B

		Beginning	Developing	Accomplished	Exemplary
	<i>Develop an emergency planning committee</i>	School discusses and commits to establishing an emergency planning committee	Recruitment of committee members has begun, committee meeting(s) scheduled	Membership established, includes participants from a variety of backgrounds, committee has well-defined objectives, members have clearly defined roles and responsibilities	Committee includes members from a variety of backgrounds, has clearly defined roles, responsibilities and objectives, all members participate equally
Conduct Assessment	<i>Identify & document potential hazards</i>	Establish sub-committees to conduct assessments: 1) Physical/Structural 2) Environmental 3) Climate/Culture	Discuss potential hazards, determines the appropriate assessment tool, begin to complete the Hazard Profiles Worksheet	Documents all potential hazards in Section 1 of the Hazard Profiles Worksheet, shares results with planning committee	Documents all potential hazards on the Hazard Profiles Worksheets, shares results with planning committee and school community for comment and revisions
	<i>Assess vulnerability to hazards</i>	Review hazards identified, begin to discuss vulnerabilities to each hazards	Discuss vulnerabilities to each hazard listed, begins completing Sections 2-8 of the Hazard Profiles Worksheet	Completes Sections 2-8 of the Hazard Profiles Worksheet using the Hazard Profiles Key, shares results with planning committee	Documents all vulnerabilities on the Hazard Profiles Worksheets, shares results with planning committee and school community for comment and revisions
	<i>Assess ability to respond</i>	Review hazards identified, begin to discuss ability to respond to hazards documented	Discuss ability to respond, communicates with local first responders, begin to document concerns	Communicate with local first responders, local organizations and businesses to determine concerns, document concerns re: response	Document all concerns regarding ability to respond, share results with planning committee and school community for comment
	<i>Assess potential consequences of hazards</i>	Review hazards identified, begin to discuss potential consequences of hazards	Discuss potential consequences of hazards with first responders, begin to document concerns	Communicate with local first responders, local organizations and business to determine potential consequences of hazards	Complete assessment and documents results, share results with school community, schedule dates for future hazard assessments

Prevention/Mitigation Rubric

Appendix B

<i>Identify actions to prevent/mitigate hazards</i>	Review hazards, vulnerabilities, ability to respond, and potential consequences identified in the hazard assessment	Brainstorm possible prevention and mitigation measures to address highest level concerns identified in the assessment	Discuss possible prevention and mitigation measures to address all concerns identified in the assessment	Identify possible prevention and mitigation measures to address all concerns found in the assessment, share results with planning committee and school communities for comment
<i>Take actions to prevent/mitigate hazards</i>	Review potential prevention and mitigation measure identified, begin to determine feasibility of each recommendation	Discuss which prevention and measures to prioritize, begin to draft a formal recommendation to be submitted to School Board,	Determine which prevention and mitigation measures to recommend, send formal recommendation to submit to School Board for approval	Identify and recommend prevention and mitigation measures to School Board for all hazards, begin to implement projects as approved, oversee completion, reassess

Notes:

Preparedness & Response Rubric

Appendix B

	Beginning	Developing	Accomplished	Exemplary
<i>Develop written incident command and critical decision plan</i>	Discuss incident command and critical decision planning needs	Identify incident command and critical decision needs, organize command structure and draft chart, draft roles and responsibilities for each position, identify individuals to fill roles and responsibilities	School board adopts incident command and critical decision plan, train incident command team members, disseminate plan to school community	School board adopts incident command and critical decision plan, train team members, distribute plan to school community, plan and relevant contact information included in each Go Kit
<i>Develop written threat response plan</i>	Discuss threat response planning needs	Identify threat response plan needs, draft written plan for responding to potential hazards	Threat response plan adopted by School Board, plan communicated to school community, and practiced	Threat response implemented as adopted, plan communicated to school community, posted in each room and hallway
<i>Develop written community partnership plan</i>	Discuss possible community partnership needs, brainstorm list of potential partner organizations	Identify community partnership needs, contact potential partners, begin to negotiate contracts	Community partnership plan adopted by school board, revised and updated as needed	Community partnerships implemented as needed, copies of the plan(s) included in administrative Go Kit
<i>Develop written disability specific plan</i>	Discuss potential disability specific planning needs	Identify disability related needs, partner with stakeholders, draft written plan for addressing needs, identify individual to support those with disabilities when responding	Disability specific plan adopted by school board, plans made for individual students as needed, plan communicated to students and their families	Disability response plan implemented as needed, confidential list of student specific needs included in each Go Kit
<i>Develop written communication plan</i>	Discuss prospective communication planning needs	Identify communication plan needs, draft written communication plan, begin to develop templates for communicating with students, staff, parents/guardians and the public	Communication plan adopted by School Board, communicate plan to school community, revise and update as needed	Communication plan implemented as needed, information is consistent and clearly and calmly communicated

Preparedness & Response Rubric

Appendix B

<i>Develop written parent/guardian reunification plan</i>	Discuss potential parent/guardian reunification planning needs	Identify parent/guardian reunification needs, draft written reunification plan, draft letter to parents/guardians explaining plan	Parent/guardian reunification plan adopted by School Board, communicate plan to school community	Parent/Guardian reunification plan implemented as needed, parents/guardians clearly communicated their responsibilities, Go Kits include emergency contact information for each student
<i>Conduct training and emergency exercises</i>	Discuss possible professional development training and/or emergency exercises to conduct	Identify training and/or exercises to conduct, communicate time, date, and location to school community (if appropriate), work with community partners to conduct training or exercise	Training and/or emergency exercise conducted in coordination with local first responders and community partners, post-training or exercise debriefing	Training and/or exercise completed, post-training or exercise debriefing, results shared with planning committee, changes to emergency plans made as appropriate

Notes:

Administration Go-Kit Checklist

Appendix C

All Student & Personnel List



**Incident Command
System Position Checklist
& Job Descriptions**



First Aid Kit



List of Special Needs Students
Keep Confidential



Flashlight & Batteries



Utility Turn-Off Procedures



Written Emergency Procedures



Pre-negotiated Plans:

- Transportation
- Food Service
- Comfort Items



**Hat/Vest to
Designate Leader**



**Contact Information
for Crisis Team**



**Emergency Communication
Device**



Property Maps
-Building Map
-Plot Plan
-Aerial Photos



Parent Reunification Plan



Quick Tips:

- Store go-kit in an easily accessible location
- Update and check supplies at the start of each term

Whistle



Classroom Go-Kit Checklist

Appendix C

List of Classroom's Students

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**Incident Command
System Position Checklist
& Job Descriptions**

☐

First Aid Kit

☐

List of Special Needs Students
Keep Confidential

☐

Flashlight & Batteries

☐

Age Appropriate Activities

☐

Written Emergency Procedures

☐

Paper & Pens

☐

**Hat/Vest to
Designate Leader**

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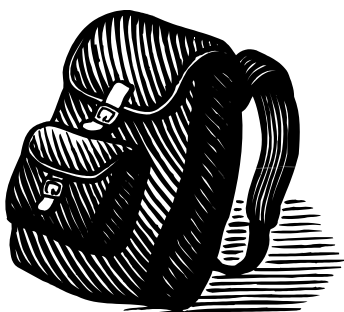
**Emergency Communication
Device(s)**

☐

Whistle

☐

**Emergency Contact
Information for Student's
Parents/Guardians**

☐

Quick Tips:

- Place the go-kit supplies into an easily carried bag
- Store the bag in a convenient location
- Update/Check supplies at the start of each semester

Michigan law requires schools to:

Practice Drills

Michigan Public Acts 187, 337, & 207

What is required?

- ♦ Each school building must conduct at least eight (8) emergency drills each school year
 - 1) Six (6) fire or tornado drills
 - 2) Two (2) lockdown or shelter-in-place drills
- ♦ At least two (2) drills must take place at an inconvenient time (i.e. lunch, recess, between classes)

How to conduct drills?

- ♦ At minimum, schools must coordinate with:
 - 1) Their local emergency manager, and
 - 2) At least one of the following
 - ✧ County Sheriff
 - ✧ Local Chief of Police
 - ✧ Local Fire Chief

For additional information about drills, see [Lockdown Drill/ Shelter-in-Place Policy Packet](#)

Report Certain Infectious Diseases

Michigan Public Act 368

What to report?

- ♦ Any condition listed in the [Reportable Diseases in Michigan](#) guide
- ♦ Any unusual occurrence, or outbreak of a disease, infection or other condition

Where and how to report?

Contact your [local health department](#) with:

- The patient's full name
- The patient's residential address, including street, city, village or township, county, and zip code
- The patient's telephone number
- The patient's date of birth (or age) and sex
- The name of the disease, infection, or condition reported and date of onset, if known
- The specific laboratory test (if tested), date performed, where performed, and results
- The name and address of the reporting facility

***Reporting is expressly allowed under HIPAA

For additional information, visit the Michigan Department of Community Health's [website](#)

Report Crimes & Violence

Michigan Public Act 102

What should I report?

- ♦ Any of the 21 incidents listed in the [Statewide School Safety Information Policy](#), if the incident occurs on/at:
 - 1) School property
 - 2) School sponsored transportation, or
 - 3) School sponsored event
- ♦ Criminal activity occurring off school property that may “pose a significant threat of imminent danger to students, staff or school property

Where and how should I report?

Contact your local law enforcement office to provide information about the incident.

Assessment Tools and Checklists		
Michigan Tools for Healthy Schools	Includes information about state and local school-based health and safety assessment tools	Appendix A
National Clearinghouse for Educational Facilities	Provides free checklists for assessing the safety of school facilities	http://www.ncef.org/checklist/index.cfm
Additional Checklists		http://rems.ed.gov/index.php?page=resources_Repository_Browse

Toolkits & Samples Resources		
7 Signs of Terrorism	Intended to help citizens identify seven common signs of terrorism and learn about reporting	Email Sgt. Bruce Payne to request a copy: EMHSD-Citizencorps@michigan.gov@michigan
Bomb Threat Assessment Tool for Schools	Designed to help schools respond to a bomb threat in a systematic and orderly manner	Available through Mary Gager Drew at: 517-336-3985 or drewm@michigan.gov
Mental Health Toolkit for Schools	Provides tools to assess a school's mental health approach and improve educational performance	www.michigan.gov/schoolmentalhealthtoolkit
NIMS Implementation Guidance	Offers guidance for implementing the National Incident Management System in a school environment	http://rems.ed.gov/index.php?page=resources_NIMS
Pandemic Planning Workbook & Online Toolkit	Provides tools to assess and prepare for a pandemic	http://mdch.train.org/panflu/education/
Sample Preparedness Resources	<ul style="list-style-type: none"> ♦ Drills, Tabletop, and Full-Scale Exercises ♦ Organization Charts ♦ Job Descriptions ♦ Memorandum of Understanding (MOU) ♦ Templates 	http://rems.ed.gov/index.php?page=resources_Repository_Browse

Michigan School Health & Safety Policies		
Model Anti-Bullying Policy	Provides guidance and recommendations for bullying prevention	http://michigan.gov/documents/mde/SBE_Model_AntiBullying_Policy_Revised_9.8_172355_7.pdf
Model Asthma Management Policy	Offers guidance and recommendations for asthma management in the school setting	http://michigan.gov/documents/MDE_Asthma_Policy_Board_10_2004_115301_7.pdf
Model Code of Student Conduct	Offers guidance and recommendations for inclusion in a student conduct code	http://michigan.gov/documents/ModelCode_(Last_Final_-_July_2001)_122885_7.pdf
Model Diabetes Management Policy	Provides guidance and recommendations for diabetes management in the school setting	http://www.michigan.gov/documents/mde/Diabetes_Policy_Nov_Bd_367373_7.pdf
School Lockdown/Shelter-in-Place Drill Policy	Provides guidance for conducting lockdown/shelter-in-place drills	http://michigan.gov/documents/safeschools/School_Lockdown_Drill_Policy_Packet_185417_7.pdf
Additional Model Policies		http://www.michigan.gov/mde/0,4615,7-140-28753_38684_2_9823-195853--,00.html

Michigan Agencies		
Local Emergency Managers Contact Information	Includes contact information for local emergency managers across Michigan	http://www.michigan.gov/documents/msp/LocalDir_external_1_320561_7.pdf
Local Health Department Contact Information	Gathers contact information for local health departments across Michigan	http://www.michigan.gov/mdch/0,1607,7-132--96747--,00.html
Michigan Department of Community Health, School and Childcare Settings	Offers guidance on preventing injury and illness in school and childcare settings	http://www.michigan.gov/mdch/0,1607,7-132-2940_2955_22_779_40563_48357-199676--,00.html
Michigan Department of Education, Coordinated School Health and Safety Programs Unit	Provides health and safety resources to Michigan schools	http://www.michigan.gov/cshsp
Michigan State Police, Emergency Management and Homeland Security Division	Provides emergency management guidance for the state of Michigan	www.michigan.gov/emd

Federal Agencies		
Center for Disease Control and Prevention	Offers guidance for preventing and responding the a variety of school health and safety concerns and provides resources for planning	www.cdc.gov http://www.bt.cdc.gov/planning/
Department of Homeland Security	Provides planning and training resources along with information about grant opportunities	http://www.dhs.gov/files/programs/gc_1183486267373.shtm
Federal Emergency Management Agency	Offers resources to use while planning and preparing as well as support for those recovering from disaster	www.fema.gov
Office of Safe and Drug Free Schools	Offers information and resources for school leaders to plan for emergencies	www2.ed.gov/emergencyplan
Readiness & Emergency Management for Schools	Provides free training opportunities, information on emerging issues in emergency management and a variety of resources to help your school plan	www.rems.ed.gov

Non-Governmental Organizations		
American Red Cross	Offers information, training and support for health and safety programs and emergency management	www.redcross.org
Center for Health and Healthcare in Schools Emergency Preparedness: A Quick Guide for Staff	Provides information on school health issues, offers guidance on organization and financial challenges	http://www.healthinschools.org/Health-in-Schools/Health-Services/School-Health-Services/School-Health-Issues/Emergency-Preparedness/A-Quick-Guide-for-School-Staff.aspx
National School Safety Center	Provides resources, information and training related to school safety	http://www.schoolsafety.us/